




## St Joseph's Catholic Primary School, Malmesbury

*"Walking in the footsteps of Jesus, loving and serving together"*

St Aldhelm Term 3 - Cycle A

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| Topic             | Amazing Africa<br>  |
| WOW Experience    |  |
| History/Geography | <p><u>Contrasting Locality</u><br/><u>Mugumareno Village, Zambia</u><br/>Locating Zambia on a map.<br/>Exploring physical and human features.<br/>Locating the village of Mugurameno.<br/>Finding out how the river is used in the village.<br/>Looking at the villagers' houses.<br/>Comparing our life with that of the villagers.</p> <p><b>Curriculum Links</b><br/>To understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country.<br/>To use world maps, atlases and globes to identify countries, continents and oceans.</p> |

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| Art/ D & T | <p>Mixing colours (Y1)</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>•to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>•to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>•about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>  |
| Science    | <p style="text-align: center;"><b>Living Things and their habitats (Y2)</b></p> <p>NC: To explore and compare the differences between things that are living, dead, and things that have never been alive.<br/> To use their observations and ideas to suggest answers to questions.<br/> To identify and name a variety of plants and animals in their habitats.<br/> To identify and classify, and sort objects into categories.<br/> To identify and name a variety of plants and animals in their habitats, including microhabitats.<br/> To gather and record data to help in answering questions.<br/> To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.<br/> To ask simple questions and recognise that they can be answered in different ways.<br/> To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.<br/> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Children will learn about a variety of habitats and the plants and animals that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They will make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them.</p> |

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| <p>Religious Education</p> | <p style="text-align: center;"><b>Advent</b></p> <p>Pupils will be able to retell the origins of the Christmas Crib AT1<br/> Pupils will be able to describe some symbols and customs used throughout the world to prepare for Advent AT1<br/> Pupils will be able to use the words advent, preparation, Crib, Santon, Wreath, and explain their meaning (AT1ii)<br/> Pupils will be able to say why Christians prepare during Advent AT1<br/> Pupils will be able to ask questions about how they and others prepare to celebrate Christmas and recognise that some of these questions are difficult to answer AT2</p>   |
| <p>Music</p>               | <p style="text-align: center;"><b>In the groove</b></p> <p>In the groove is a song that was specially written for classroom use to teach children about different styles of music. The different styles explored are; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.<br/> In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> |
| <p>ICT</p>                 | <p><b>1.2. Grouping and Sorting</b><br/> In this unit, the children will sort items by different criteria away from the computer. At the computer, they will use Grouping on Purple Mash to sort items</p> <p><b>2.6 Creating Pictures</b><br/> Children create different forms of art through the medium of ICT.</p>   |
| <p>P.E.</p>                | <p style="text-align: center;"><b>Dance (Y1)</b><br/> <b>Unit 1 &amp; 2</b></p> <p><b>National Curriculum Focus:</b><br/> Extend coordination, flexibility and balance.<br/> Perform short, simple movement patterns.<br/> Watch others and say what they liked about a performance.</p>  |

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|                 | <p>Become increasingly confident in simple body actions and shapes.<br/>Choose and develop simple actions independently and apply to a movement pattern.</p>  |
| <p>PSHE/RSE</p> | <p><b>Feelings, Likes and Dislikes</b><br/>That it is natural for us to relate to and trust one another;<br/>That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);<br/>A language to describe our feelings<br/><b>NC</b><br/>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p><b>Feeling Inside Out</b><br/>Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.<br/><b>NC</b><br/>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br/>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p><b>Super Susie Gets Angry</b><br/>Simple strategies for managing feelings and for good behaviour;<br/>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;<br/>That Jesus died on the cross so that we would be forgiven.<br/><b>NC</b><br/>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br/>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.<br/>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> |

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**The Cycle of Life**

Children will know and appreciate that there are natural life stages from birth to death, and what these are.

**NC**

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.